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ABSTRACT

This document presents the framework that Canada's Government of the Northwest Territories (GNWT) Department of Education, Culture, and Employment has developed to help the province's high school students and adults make successful transitions into and through postsecondary education. The following goals of the province's Student Success Plan (SSP) are listed: (1) foster development of individuals with the knowledge, skills, and confidence to make successful transitions to postsecondary learning; (2) provide adequate personal, academic, and financial supports to meet the needs of the whole learner; and (3) foster development of individuals prepared for work and lifelong learning. The special needs of the SSP's target groups are described. The remaining sections of the document detail the model underpinning the SSP and the policies and procedures, promotion efforts, information dissemination activities, and learning supports to which the GNWT has committed to ensure that students complete the following steps successfully: (1) apply for and gain entry to postsecondary studies; (2) maintain their student status until their program of study is completed; and (3) make the transition to work or further learning upon graduation. The document's three appendixes describe a total of 40 policies, programs, and resources available to assist students at each stage of the model. (MN)

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ED 462 573

GETTING IN, STAYING IN, GETTING OUT

A Plan for Post-Secondary Student Success

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Northwest Territories Education, Culture and Employment

JUNE 1998

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GETTING IN, STAYING IN, GETTING OUT

A PLAN FOR POST-SECONDARY STUDENT SUCCESS

INTRODUCTION

The provision for lifelong learning is a key principle of the programs and services offered by the Department of Education, Culture and Employment. The link between education levels and successful participation in communities and the economy of the Northwest Territories has been well-researched and documented. Governments, educational institutions, communities, families and individuals all have a role in helping Northerners prepare for, participate in and graduate from post-secondary learning.

There are currently a wide range of programs available through the Department designed to help Northerners make effective transitions to school and work:

- Through the Student Financial Assistance program alone over $15 million is spent annually to help offset the costs of a post-secondary education.
- Schools provide students with career and program planning through counsellors and teachers, as well as courses in Career and Life Management and Career and Technology Studies.
- The college system offers community based programs, academic upgrading and Adult Basic Education, university and college entrance preparation programs, as well as counselling and information.
- There are ten Career Centres in the Northwest Territories that offer career and education planning, career resource libraries, labour market information, group workshops, school visits, presentations, special events, and telephone and fax services for clients.

While these services are in place, a more coordinated approach is warranted to ensure that students have the right mix of supports at the right time to facilitate successful transitions.

In the fall of 1996, the Minister of Education, Culture and Employment directed an extensive forum on the Student Financial Assistance program. While the main focus of the review was reforms to the purpose, delivery and administration of the SFA program, the issue of support for the students accessing the program was a recurring

theme. Revisions to the SFA program are currently under way based on recommendations from the consultations. ***Getting In, Staying In, Getting Out - A Plan for Post-secondary Student Success*** sets the framework for enhanced student support.

The Plan identifies specific activities designed to ensure effective transitions. At the same time, the Department of Education, Culture and Employment is committed to a number of broad initiatives aimed at supporting the needs of lifelong learners. In ***People: Our Focus for the Future, A Strategy to 2010***, a framework for community learning networks was defined through which early childhood programs, schools, adult basic education programs, advanced and specialized adult services and information resource services all interacted at a community level to deliver responsive programming. Within the context of this community learning network, strategic objectives were set for improving student achievement, improving access to learning and work for adults, developing a flexible, comprehensive system of post-secondary learning, and ensuring a lasting impact from learning and human resource development.

In 1997, the Department also released the ***Labour Force Development Plan***. The overriding goal was to strengthen the capacity of the Northern workforce to meet the demands of the labour market by ensuring that Northern workers have the skills and knowledge needed to secure wage employment in the land in which they live. The Plan is divided into three components: Employment Preparation (Basic Education and Career Services), Skills Development (Skills Training and Employment Services) and Making the Transition (Income Support and Labour Market Information), all designed to help achieve that goal. These strategic plans provide a broad context for the Student Success Plan.

THE GOALS

The goals for student success are aimed specifically at the three components of the Plan:

Getting In	Individuals with the knowledge, skills and confidence to make successful transitions to post-secondary learning.
Staying In	Adequate personal, academic and financial supports to meet the needs of the whole learner.
Getting Out	Individuals prepared to participate in work and lifelong learning.

The focus is primarily on helping students prepare for, participate in and graduate from post-secondary education. At the same time, these goals are congruent with the overall departmental mission: to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives, and to contribute to a strong and prosperous society.

TARGET GROUPS

The Student Success Plan is targeted at senior high school students and adults making a transition to post-secondary education or employment. While there is merit in beginning interventions in the early grades, this issue will be addressed through the development and implementation of a full career development program in schools beginning in 1998-99. In the meantime, a specific plan of action is essential to address the immediate needs of students.

Many of the needs of young people and adults are the same, such as the need for financial assistance, but there can be differences. Often, adults have been out of the school system long enough to require support in acclimatizing to the regimes, expectations and culture of an institutional setting. Adults often have families which may create additional stress as they cope with their changing role. The average age of NWT adults returning to school is 27. Young people may not have the experience in dealing with financial or logistical matters that many adults do.

There may be other factors, besides age, which impact on the degree to which an individual requires support, such as ethnicity, community of residence and education level at the time of program entry. Much of the evidence is anecdotal, but some data reported in ***Post-secondary Indicators in the Northwest Territories*** suggests a comprehensive student success plan must consider these variables.

Within the Plan, every effort is made to ensure that planned actions reflect the needs of all Northerners, whether young people or adults, entering, attending or leaving the post-secondary system.

MODEL

The Student Success Plan is intended to help young and mature students to:

- apply for and gain entry to post-secondary studies (Getting In);
- maintain their student status until program of study is completed (Staying In);
- make the transition to work or further learning upon graduation (Getting Out).

Going the Distance

The "starting block" demonstrates existing programs/activities which help people prepare for higher education. These include initiatives from financial support programs to ABE programming to Career and Technology Studies. The "finish line" illustrates programs/activities that support individuals upon graduation. Some of these include personal and career counselling, training on the job, skill development programs and provision of labour market information.

Each of the "checkpoints" along the way show the three areas of enhanced support upon which the Plan is predicated. That is, Getting In (to school), Staying In (school) and Getting Out (of school). The activities within each of these streams are described in greater detail in the Plan. It should be noted that there are a number of existing initiatives that would fall within the checkpoints and the Plan is an enhancement to these.

COMMITMENT TO ACTION

The goals for enhanced student success must be met through a combination of activities and interventions in order to meet the diverse needs of clients. Action items fall into four categories: Policy and Procedure, Promotion, Information and Learning Supports.

Policy and Procedure

These initiatives are departmental in nature. Policies concerning career development education, distance education, curriculum development and community development can be used to guide and direct the delivery of programs and services and ensure that they are congruent with the larger goals and objectives of the department and the government.

Promotion

This type of intervention is at the grassroots level. Creating a public awareness of the issues and interventions will go a long way in supporting students and engaging community helpers. By using television and radio, newspaper articles and word of mouth to communicate to people, a culture that encourages people to take risks, assume responsibility and get the support they need will be created.

Information

People need to have accessible and user-friendly information resources that they can take away with them and consume at their leisure. A variety of information products in different media and formats will ensure that people have the ability to get relevant information and to use it when and how they need.

Learning Supports

For some, a facilitated approach is needed. Workshops, libraries and other support systems can be incorporated into existing programming available in schools, colleges, community learning centres and career centres. These will supplement existing curriculum and programs to meet the goals of increased student success.

Within the Plan, it is indicated which agency is responsible for initiating or implementing each action. S represents Schools and Education Councils, C represents College and Community Learning Centres, R represents Regional ECE offices and H represents ECE Headquarters. Approximate time frames are also indicated. For further

detail of each specific action, please see the attached Appendices.

The Plan is meant to set a framework that is dynamic. It can be reviewed and modified to meet changing circumstances and priorities.

THE PLAN

1. GETTING IN

Goal:

Individuals with the knowledge, skills and confidence to make successful transitions to post-secondary learning.

ISSUE:

In the Ministerial Forum on Student Financial Assistance we heard that students need to be better prepared for post-secondary education. This includes activities from choosing viable career options and doing education planning through to preparing for life away from home, making travel arrangements, managing finances and coping with stress. It is recognized that students move into post-secondary education not only from high school, but also from work, upgrading programs and unemployment and adults, as well as youth, need support in preparing for this transition.

ACTIONS:

Policy and Procedure

1. Community Learning Networks - work collaboratively to prepare students for post-secondary education (S - April)
2. Career Development Policy - develop a policy to guide the implementation of career development in the school system as well as with the adult population (H - May)
3. Memorandum of Understanding - assess career development activities of adult educators (H/C - May)
4. Curriculum Articulation - explore and enhance curriculum linkages between schools and colleges (C/S -Fall)

Promotion

5. Student Speakers - have current post-secondary students or recent graduates speak to future students about what lies ahead (S/C/R - May)
6. Day Timers - produce student planners with important dates highlighted, money and time management tips and key career development messages (H - August)
7. Video - produce a video featuring northern students talking about their experiences in going away to post-secondary education (H - Fall)

Information

8. Career Scapes Insert - include education planning insert with 1998 edition (H - April)
9. Information Resources - develop northern and relevant career, education and labour market information and distribute through schools, colleges, career centres and communities (H/S/C - May)
10. Web sites - promote the various departmental web sites as key sources of information (H/R - Summer)
11. Focus Groups - conduct focus groups with youth and students to determine types and content of information resources needed (H/R - Summer)

Learning Supports

12. Resource Libraries - establish career and labour market information resource centres in each community (H/C - Fall)
13. Generic Workshops - develop generic career planning and education planning workshops that can be delivered by various partners in schools and communities (H - April)

2. STAYING IN

Goal:

Adequate personal, academic and financial supports to meet the needs of the whole learner.

ISSUE:

In order for students to be successful they must address all aspects of their life. For a number of reasons, students leave post-secondary studies before completion and support is needed to encourage ongoing participation. While it is recognized that support is needed in preparing for post-secondary education and in making the transition, individuals must eventually become independent. Any supports put in place must encourage and lead to the self-sufficiency of the individual.

ACTIONS:

Policy and Procedure

1. SFA Reforms - revise the administration and delivery of the program (H - Fall)
2. Youth Strategy - ensure that youth are supported in all aspects of their lives and better prepared to participate in post-secondary education (H - Fall)
3. Research - determine the major issues faced by Northern post-secondary students and the reasons for early school leaving (C - Fall)

4. Distance Education - develop guidelines for distance education delivery in the North (H/C - Fall)
5. Protocol Agreement - set protocol agreements for services to be provided by CDO's and college counsellors (R/C - Fall)

Promotion

6. Newsletter - send to all students attending post-secondary institutions reminding them of support available to them (H/R - Fall)
7. Poster Series - develop a series of posters promoting key career development messages (H - Fall)

Information

8. Summer Employment Information - ensure post-secondary students are aware of summer employment opportunities (R/C - May)
9. Summer Student at Career Centre - hire a summer student to address needs, issues, questions concerning education, funding and employment (R- May)
10. Scholarship/Bursaries - provide information on other funding sources (R/C - May)
11. SFA Website - provide on-line access to program and downloadable application forms and e-mail contact with SFA officers to enquire about payments and applications (H - May)
12. 1-800 Numbers - establish hotlines that provide SFA information and career and education planning information (H - July)

Learning Supports

13. Buddy System - set up buddies for new post-secondary students with families where they are going to school or with graduates in their home communities (S/C - Fall)
14. Linkages with Southern Institutions - ensure schools are sensitized to the needs of Northern students (H - Fall)
15. Student Success Centres - establish success centres that address personal, academic and career counselling needs of students (C - Fall)

3. GETTING OUT

Goal:

Individuals prepared to participate in work and lifelong learning

ISSUE:

The patterns of school-to-work transitions for young people have changed significantly in recent years. Transitions have become longer and are often interrupted by significant periods of unemployment. Youth are staying in school longer, returning more frequently to school from the labour market and at the same time, increasing their level of participation in the labour force. Assistance is needed in helping Northerners make successful transitions to work.

ACTIONS:

Policy and Procedure

1. Career, Community and Economic Development - work with other departments and agencies to establish a model for the integration of career development with community and economic development (H - Summer)
2. Prior Learning Assessment and Recognition - develop policy and procedure for implementing PLAR in the NWT (H/C- Fall)

Promotion

3. Recognize and Reward Success - promote success stories through feature articles (R/C - Summer)
4. Marketing Campaign - promote career centres and services available to graduates such as career counselling, workshops in resume writing, work search and interview techniques and resource library (H/R - Summer)

Information

5. Government Hiring Information Sessions - provide information sessions on GNWT/Nunavut/ Federal hiring processes (R/C - May)
6. Programs and Services Information Sessions - provide orientation sessions on the various employment and training programs and services available in the NWT (R- May)
7. WorkInfoNet - develop an on-line information network that is responsive to the needs of individuals, employers, communities, organizations and special interest groups (H - May)
8. Electronic Job Board - develop an electronic employment matching service for NWT employers and job seekers (H - Fall)

Learning Supports

9. GNWT Internships - provide internships within GNWT to provide individuals with career related experience (H- Summer)
10. Mentorship Program - set up a mentoring system for new entrants into the labour force (R- Fall)
11. Training and Employment Programs - continue to deliver training and employment programs that are responsive to the needs of communities and industries (H/R/C - ongoing)
12. Workplace Education Programs - support and encourage lifelong learning through workplace education programs (H/C - ongoing)

Partners

Enhancing student support is a shared responsibility - government, schools, industry, aboriginal organizations, families and communities all have a role to play, but ultimately the responsibility lies with the individual. The Plan will be mobilized through the existing Community Learning Networks comprised of schools, college, ECE and other community agencies.

The Department has a lead role to play in encouraging other partners such as aboriginal organizations and the private sector to actively support students and to create a learning and support network that nurtures self-awareness, self-development and self-sufficiency that helps students get in, stay in and get out.

Resources

Resources for implementing the Plan will be identified internally within the Community Learning Network partnership.

Outcomes

Ultimately, enhanced student support will lead to more Northerners accessing and successfully completing post-secondary programs. Higher graduation rates will lead to an increase in education levels and increased labour force participation. Responsive supports also means fewer individual concerns and more satisfied students.

Specific indicators that will help to measure how successful the supports are include:

- increased number of individuals with personal career and education plans
- increased participation in and access to post-secondary education
- decreased number of post-secondary drop outs
- increased graduation rates at the post-secondary level
- reduced dependency on income support
- increased student satisfaction
- increased number of students who can find jobs

APPENDIX A

GETTING IN

Goal:

Individuals with the knowledge, skills and confidence to make successful transitions to post-secondary learning.

1. Community Learning Networks

A Strategy to 2010 put forward a model for community learning networks consisting of early childhood programs, schools, community learning centres, information resource services as well as supplementary programs and services such as social service programs, health programs, housing programs and cultural and recreation programs. By revisiting and revitalizing community learning networks, a more coordinated and comprehensive approach to supporting post-secondary students can be achieved within each community.

2. Career Development Policy

The Department will establish a policy directive to govern career development programs and services that span the entire learning system. Through consultation, a review of current levels of service in schools, colleges, career centres and communities will result in the development of departmental policy that is consistent with national initiatives and responsive to Northern needs and realities. As well, a set of service delivery standards will be established and accountability framework for evaluation.

As a result of this policy, a number of revisions will need to be made to existing school curriculum to provide for the infusion of career exploration, career planning and career development activities. A lifelong approach to career development will make for smoother transitions and responsible decision making for students pursuing post-secondary education.

3. Memorandum of Understanding

In the spring of 1997, a Memorandum of Understanding was signed between the Department and Aurora College committing 5% of Adult Educators' time to the delivery of career services for students and community members. Recognizing that not all communities have regular access to Career Development Officers to help students with career and education planning, Adult Educators were identified as being able to provide these services. A Career Development Certificate Program has been developed and is being delivered to ensure that all community helpers (ie. adult educators, social workers, income support workers, counsellors, etc.) have the skills and knowledge for delivering career services.

The Department will evaluate the scope of career development activities being undertaken by Adult Educators, revise the MOU and initiate similar relationships with Nunavut Arctic College.

4. Curriculum Articulation

The school and college systems will explore and enhance linkages between their respective curricula to allow students to make smoother transitions to post-secondary programs. High school students will be eligible for college credits for certain courses and college ABE students will be able to receive high school equivalencies for purposes of applying to post-secondary education.

5. Student Speakers

Schools, colleges and communities will arrange for current college and university students to speak of the realities of campus life. This first-hand approach will allow future students to have their questions and concerns addressed in a personal manner, and assist them in making the transition to post-secondary environments.

6. Day Timers

The Department will produce a student planner that all post-secondary students will receive through the Student Service office and regional Career Centres. Presently, students are given a copy of the handbook "It's Your Future" upon application for Student Financial Assistance but the text-based nature of this resource might be uninviting for some students. An interactive day timer that students can use daily will encourage ongoing planning and personal responsibility while providing critical information. It will have helpful hints on time and money management, important dates like SFA deadlines highlighted, positive career development messages reinforced, contact names and numbers, and information on applying for summer jobs.

7. Video

The Department will produce a video that features northern students speaking about their experiences in going away to participate in post-secondary education. The video will feature a variety of students from different regions, with different experiences, in different school settings, such as college in NWT, college in south, university, technical institute, and apprenticeship training. The video will be used in information and orientation sessions offered in schools, colleges and communities.

8. Career Scapes Insert

Each year the Career Development Division publishes a career planning tabloid aimed at helping students make sound decisions about education and work. This year's edition will include an education planning insert. The insert will include: a post-secondary monthly planning calendar, information on different programs, educational options, funding options and information on the Student Financial Assistance program. The paper is distributed through the Career Centres to schools, community learning centres, colleges and other organizations.

9. Information Resources

The Career Development Division produces a number of career, education planning and labour market information resources. These include tabloids, booklets, videos posters, workshops and a web site. This information is essential for students to make effective educational choices based on projected labour market and demographic trends. The Division will continue to develop relevant and northern information based on the ever changing needs of the North. As well, many resources and publications are received through partnerships with other provinces and territories and national organizations. A distribution system will be established to ensure that this information is made available to all students through schools, community learning centres and career centres.

10. Web Sites

The Internet is becoming a popular means of information dissemination. The Department and many divisions have web sites. With the advent of the Digital Communications Network and the Community Access Program, Internet connection and access sites will be available in all NWT communities. The Department will market and promote its sites so that people will know how and where to access them. In the meantime, the annual Info Disk provides information on most Departmental programs and resources in CD-Rom format for those without access to the Internet.

11. Focus Groups

The Department will conduct focus groups with youth and students to determine content, format and types of information needed. These focus groups will be held in a number of ways - at career fairs, career centres, through school visits and other research and consultations being done.

12. Resource Libraries

Through the MOU with Aurora College, the Department made $1,000 available to every community learning centre to establish resource libraries for career and labour market information. Community learning networks will coordinate to identify a location and share resources. These resource libraries may be housed at the school, community learning centre, recreation centre or band/hamlet office.

13. Workshops

A number of generic workshops have been developed by Career Development including: career planning, what is career development, education planning, resume writing, work search, interview techniques and employment proposals. These workshops are complete with overhead and handout masters as well as speaking notes. The Division will continue to revise, develop and distribute these workshops and to provide teachers, counsellors, adult educators and other community helpers with support and training to deliver these workshops and orientation sessions for students preparing for post-secondary education.

APPENDIX B

STAYING IN

Goal:

Adequate personal, academic and financial supports to meet the needs of the whole learner.

1. SFA Reforms

The Department will implement reforms to the administration and delivery of the Student Financial Assistance program as recommended in the ministerial forum. These reforms will make it easier for students to understand and access the program and have greater success in accessing and completing post-secondary education.

2. Youth Strategy

In 1996, the department contracted a major study on youth which resulted in "Securing Our Future: A Planning Framework for Supporting NWT Youth." This document puts forward a number of recommendations. An inter-agency approach will be used to ensure that youth are supported in all aspects of their lives and are better able to participate in and succeed at post-secondary education.

3. Research

The Colleges will contract a research study into the major issues faced by Northern post-secondary students and the reasons for early school leaving. A number of issues were raised in the ministerial forum but the main focus of that review was the SFA program. There are other issues that northern students have to deal with besides accessing financial assistance. Research into these problems will facilitate communities in addressing them.

4. Distance Education

The development and delivery of distance education programs will improve access to post-secondary education for Northerners. Some people are unwilling to move away from their families and home communities to study. Distance education allows individuals to complete courses at their own pace while working and remaining with their families.

5. Protocol Agreement

Similar to the Memorandum of Understanding, establishing a protocol agreement for services to be provided by schools, career development officers and college instructors and counsellors will clearly delineate roles and responsibilities and ensure that students receive a comprehensive and complementary range of services.

6. Newsletter

Currently a newsletter is sent to all students who are receiving SFA. This newsletter will be enhanced to provide more positive messages and to remind students of the different sources of support available to them. The newsletter will also include information on employment opportunities, special events, locations and times of various workshops as well as success stories.

7. Poster Series

A new poster series promoting lifelong learning and key career development messages will be created. The series will profile Northerners who exemplify each of the key messages: change is constant, learning is for life, follow your heart, focus on the journey, build partnerships and believe in yourself.

8. Summer Employment Information

The Department will ensure that information on current policies and practices in hiring summer students is made available to students through a variety of media including the SFA newsletter, career centres and the Internet. Students must receive information in a timely manner in order to plan. This information may include current lists of human resource coordinators, special coop programs, work placements and other opportunities for students.

9. Summer Student at Career Centre

Each of the ten Career Centres will hire a summer student to work directly with concerns and issues arising from student requests, such as funding information, summer employment, using the Internet and other career and education planning resources. The summer students will also be available to conduct information sessions and workshops and speak of the first hand experiences and challenges of post-secondary life.

10. Scholarship/Bursaries

Students need information on funding sources. There are a number of scholarships, grants and bursaries available from different agencies, aboriginal organizations, band and hamlet councils, government departments, businesses and individuals. The North Slave Career Centre and Aurora College both publish a yearly comprehensive guide to these scholarships with eligibility criteria and application deadlines. This information will be widely distributed to all schools, community learning centres and career centres.

11. SFA Website

The SFA program now has a website with downloadable forms and an email option. This will allow more students better access to information about the SFA program. The site will be promoted and linked from other relevant sites such as Career Development, WorkInfoNet and the college sites.

12. 1-800 Numbers

Students often complain that they are unable to get through to a Student Service Officer and that their questions go unanswered. At certain times of the year the volume of applications is greater. At this time, an additional staff member will be hired specifically to respond to the inquiries coming in over the 1-800 number. This may be a summer student, someone who is familiar with the program. Similarly, a career hotline may be established to answer people's career and education planning questions, to inform people of upcoming workshops and information sessions in their communities and to direct people to the agency best able to address their concern.

13. Buddy System

Establishing a buddy system will help to support students, especially those who are studying far from home. This could be a family that they could visit once or twice a month for dinner, or it could be a graduate in their home community who checks to see how they are making out, or another northern student at the same institution or in the same city. On a volunteer basis, students applying for SFA could request to be set up with a buddy. Schools and career centres will assist with the matching process.

14. Linkages with Southern Institutions

The Department will develop closer linkages with institutions in the south to ensure that counsellors and student associations are aware of the needs and realities of northern students.

15. Student Success Centres

The Department will work with Aurora College to pilot three student success centres at the three western campuses. Career Development officers, counsellors, social workers, financial advisors, drug and alcohol workers and others will share office space allowing a one-stop approach to addressing students needs.

APPENDIX C

GETTING OUT

Goal:

Individuals prepared to participate in work and lifelong learning

1. Integration of Career, Community and Economic Development

The Department will work with communities and GNWT departments to examine linkages between career development and community and economic development to ensure that programs and services are responsive to the context within which they are offered. A needs assessment will be conducted with communities to determine training needs in order to facilitate integration of career, community and economic development. This will be followed by a series of training workshops in the fall.

2. Prior Learning Assessment and Recognition

A steering committee will be established with representation from the Department, Aurora College and other stakeholders to develop a plan for the implementation of a PLAR system in the post-secondary and career development fields. This initiative will begin with a conference to which all stakeholders will be invited in late August.

3. Recognize and Reward Success

The Department will promote success stories that highlight graduating students, students that are returning to school, award recipients, employment appointments or other human interest stories through feature articles in Northern newspapers, the SFA newsletter and web sites.

4. Marketing Campaign

There are ten career centres in the Northwest Territories that provide a wide range of services. Many people are not aware that they can get group and individual career counselling, help with job search and resume writing, and access to a resource library, labour market information, computers, and telephone service. The Department will market and promote these services so that more people take advantage of them and other partner agencies coordinate efforts with the career centres.

5. Government Hiring Information Sessions

The Career Centres will work with other departments and agencies to provide information sessions for graduates on types of employment, hiring procedures, competitions, panel interviews, affirmative action policy and appeal process for employment opportunities within the Northwest Territories and Nunavut.

6. Programs and Services Information Sessions

The Career Centres will work with partners to provide comprehensive orientation sessions on the various employment and training programs available to help people make transitions into the labour force. The Department provides a number of employability programs such as apprenticeship, training on the job, working together and employability assistance for disabled people.

7. WorkInfoNet

WorkInfoNet is a national Internet database of career and labour market information web sites. It organizes information and guides users to the sites that address their questions and needs. An NWT site is currently being developed that will link all Northern career and labour market information sites. Government, employers, educators, communities and special interest groups and non-profit organizations have the opportunity to join this partnership.

8. Electronic Job Board

The Department will develop an electronic labour exchange service for use by employers and job seekers in the NWT that can be accessed via the Internet and in the career centres.

9. GNWT Internships

The Department will examine the possibility of providing internships within the GNWT as part of Career Edge. Career Edge is a national internship programs that provides students and graduates with relevant career related experience, helps individuals gain employability skills and bridges the gap between school and work.

10. Mentorship Program

The Department will establish a mentorship program for new entrants into the labour force. Individuals may voluntarily register at Career Centres to be matched with a mentor - someone working in their field with whom they can work to move along their career path. Training/orientation will be provided for those who become mentors.

11. Training and Employment Programs

The Department will continue to develop and deliver training and employment programs that are responsive to the needs of communities and industries. Needs assessments, consultations and labour force surveys will be conducted to determine projected needs and to increase chances of post-secondary graduates of finding and keeping jobs.

12. Workplace Education Programs

The Department will work with employers, business and training providers to support and encourage life long learning through workplace education programs in order to keep up with changing skill requirements and labour demands.